

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
WASHINGTON, D.C. 20202-6140**

**Fiscal Year 2002
APPLICATION FOR NEW GRANTS
THE PROFESSIONAL DEVELOPMENT FOR
MUSIC EDUCATORS PROGRAM**

CFDA Number: 84.351C



FORM APPROVED
OMB NO.1810. 0630 EXP: DATE: 5/31/2003

DATED MATERIAL - OPEN IMMEDIATELY

CLOSING DATE: July 19, 2002

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0606. The time required to complete this information collection is estimated to average 10 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: School Improvement Programs, Professional Development for Music Educators Program, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 3E228, Washington D. C. 20202-6140

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SECTION A

Dear Colleague Letter Program Contacts

Dear Colleague:

Thank you for your interest in the Professional Development for Music Educators Program. This grant competition will provide assistance to local educational agencies (LEAs) on behalf of eligible schools to support the development and implementation of high-quality professional development programs for k-12 music teachers.

Included in this application package are the instructions and forms needed to submit a complete application to the U. S. Department of Education. Information is also provided on the funding amounts available for new projects, the selection criteria that will be used to evaluate the applications, and a copy of the closing date notice that describes the absolute priority for the program.

An LEA acting on behalf of one or more schools that meet all eligibility requirements may collaborate with one or more of the eligible organizations to provide service to music teachers that instruct children and youth from low-income families. The LEA, however, must serve as the fiscal agent for any grant award made under this authority. Complete information regarding the eligibility requirements for the LEA and other entities involved in the collaborative efforts supported through this program is provided in the application notice.

In accordance with the Education Department General Administrative Regulations (EDGAR), an applicant may request funding for a multi-year award for up to 3 years. In order to be considered for a multi-year award, the applicant must explain why a multi-year project is needed and provide a detailed budget for each of the years of the proposed project. The Department will establish, at the time of the initial award, the funding levels for each year of the grant award. If you are selected for an award, we will review the budgets for all years of the project at the same time. This means that future continuation awards will rely heavily on project performance reports, which will need to be submitted near the end of each budget period. The Department will notify grantees of when the reports are due.

If you have questions about the Professional Development for Music Educators Program, you may call or e-mail Madeline Baggett at (202) 260-2506 or Madeline.Baggett@ed.gov. We look forward to receiving your application and appreciate your efforts to support

high-quality professional development opportunities for music teachers working in high poverty schools.

Sincerely,

Susan B. Neuman, Ed.D.

WHO TO CONTACT FOR TECHNICAL ASSISTANCE

For technical assistance regarding the Professional Development for Music Educators Program requirements, including selection criteria and the absolute priority, contact:

Sandra Brown
Sandra.brown@ed.gov
(202) 260-2638

Paul Edwards
Paul.Edwards@ed.gov
(202) 260-2655

SECTION B

Legal and Regulatory Documents

Application Notice

4000-01-U

DEPARTMENT OF EDUCATION

(CFDA No.: 84.351C)

Professional Development for Music Educators

AGENCY: Department of Education

ACTION: Notice inviting applications for new awards for fiscal year (FY) 2002.

PURPOSE OF PROGRAM: The Professional Development for Music Educators program, authorized under Subpart 15 of Part D of Title V of the Elementary and Secondary Education Act (ESEA), as amended by Public Law 107-110, the No Child Left Behind Act of 2001, makes grants to eligible entities for the implementation of high-quality professional development programs in elementary and secondary education. This program will fund professional development model programs based upon innovative instructional methods, especially those linked to scientifically based research.

ELIGIBLE APPLICANTS: A local educational agency (LEA), acting on behalf of an individual school or schools where 75 percent or more of the children are from low-income families, based on the poverty criteria described in Title I, Section 1113(a)(5) of the ESEA, in collaboration with at least one of the following: (1) an institution of higher education; (2) a State educational agency; or (3) a public or private non-profit agency with a history of providing high-quality professional development services to public schools. Only schools

where 75 percent or more of the children served are from low-income families may receive services under this program. Each school served through this program must submit evidence that it meets the poverty criteria. Applicants may submit records kept for the purpose of Title I of the ESEA that demonstrate proof of eligibility for each school to be served.

Note: The LEA must serve as the fiscal agent for the program.

DEADLINE FOR TRANSMITTAL OF APPLICATIONS: July 19, 2002.

DEADLINE FOR INTERGOVERNMENTAL REVIEW: September 17, 2002.

AVAILABLE FUNDS: approximately \$2,000,000.

ESTIMATED NUMBER OF AWARDS: 5-10.

ESTIMATED SIZE OF AWARDS: \$200,000 - \$400,000.

Average size of Awards: \$300,000.

NOTE: The Department is not bound by any estimates in this notice.

Funding for the second and third years is subject to the availability of funds and the approval of continuation awards (34 CFR 75.253).

PROJECT PERIOD: up to 36 months.

GENERAL REQUIREMENTS:

Page Limit Requirement: The program narrative is limited to no more than 40 pages. The page limit applies to the narrative section only, however, all of the application narrative must be included in the narrative section. If the narrative section of an application exceeds the page limitation, the application will not be reviewed. In addition, the following standards are required: (1) each "page" is

8.5" x 11" (on one side only) with one inch margins (top, bottom, and sides); (2) double space (no more than three lines per vertical inch) all text in the application narrative including titles, headings, footnotes, quotations, and captions as well as all text in charts, tables, figures, and graphs; and (3) use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch).

Project Directors Meeting: Applicants are encouraged to budget for a two-day project directors meeting in Washington, D.C.

APPLICABLE REGULATIONS: The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 85, 97, 98, and 99.

E-MAIL NOTIFICATION OF INTENT TO APPLY FOR FUNDING: The Department will be able to develop a more efficient process for reviewing grant applications if it has a better understanding of the number of entities that intend to apply for funding under this competition. Therefore, the Secretary strongly encourages each potential applicant to notify the Department by e-mail that it intends to submit an application for funding. The Secretary requests that this e-mail notification be sent no later than July 3, 2002. The e-mail notification should be sent to Ms. Madeline Baggett at madeline.baggett@ed.gov. Applicants that fail to provide this e-mail notification may still apply for funding.

PROGRAM PURPOSES AND GOALS:

This program supports the strengthening of standards-based music education programs, which are an integral part of elementary and secondary school curriculums. It also helps ensure that all students meet challenging State academic content standards and challenging State student academic achievement standards in the arts. Professional development activities that are developed, enhanced, or expanded through this program will assist music teachers in the implementation of music education standards as well as the integration of music instruction into other subject areas.

Music content and achievement standards have been voluntarily adopted in many States throughout the country. Such standards help school districts to establish student performance standards based upon the unique needs of, and desired outcomes for, the students in their communities. The development and implementation of standards-based music programs enable music educators to assess and document the effectiveness of teaching strategies and materials in addition to student achievement. However, teachers often need professional development on how to implement music education standards for both music programs and programs designed to integrate music into other subject areas.

High-quality professional development programs supported under this program should be linked to the implementation of music standards and/or the integration of music into other content areas and should include: (1) strategies for addressing student

achievement; (2) strategies for increasing the needs of students who come from diverse cultural, linguistic, and socioeconomic backgrounds; (3) the development of intellectual and leadership potential of teachers; (4) rigorous and sustained activities that result in increased content area knowledge and classroom effectiveness of music teachers; (5) technological innovations relevant to music instruction; and (6) increased opportunities for teachers to share and discuss new methods or teaching strategies with their peers.

At the end of the project period, EDGAR (34 CFR 75.590) requires each grantee to submit a final program report. The Department intends to use information from the final report to determine which professional development programs have the greatest potential for improving teacher expertise in music education, and ultimately student performance in, music education. The Department plans to disseminate information regarding successful teaching methods or best practices that are developed or enhanced through this program to the music education community and to the public in general.

WAIVER OF PROPOSED RULEMAKING:

In accordance with the Administrative Procedure Act (5 U.S.C. 553), it is the practice of the Secretary to offer interested parties the opportunity to comment on proposed rules. Section 437(d)(1) of the General Education Provisions Act (GEPA), however, allows the Secretary to exempt rules governing the first competition under a new or substantially revised program authority (20 U.S.C. 1232(d)(1)).

This competition is the first Music Educators program competition under the reauthorized Arts in Education program as amended by Public Law 107-110, the No Child Left Behind Act of 2001, and therefore qualifies for this exemption. The Secretary, in accordance with section 437(d)(1) of GEPA, has decided to forego public comment in order to ensure timely grant awards. These rules will apply to the FY 2002 grant competition only.

COORDINATION REQUIREMENT: Under section 5551(f)(1) of the ESEA, the Secretary requires that each entity funded under this competition coordinate, to the extent practicable, each project or program carried out with such assistance with appropriate activities of public or private cultural agencies, institutions, and organizations, including museums, arts education associations, libraries, and theaters.

SUPPLEMENT, NOT SUPPLANT, REQUIREMENT: Under section 5551(f)(2) of the authoring statute, the Secretary requires that assistance provided under this program be used only to supplement, and not to supplant, other assistance or funds made available from non-Federal sources for the activities assisted under this subpart.

ABSOLUTE PRIORITY: Under 34 CFR 75.105(c)(3), the Secretary gives an absolute priority to professional development programs designed for K-12 music teachers that focus on: (1) the development, enhancement, or expansion of standards-based music education programs; or (2) the integration of music instruction into other subject area content. Funded projects will address and strive to achieve all aspects of

high-quality professional development programs as described under the Program Purposes and Goals section.

Under 34 CFR 75.105(c)(3), the Secretary will fund under this competition only applicants that meet the absolute priority.

SELECTION CRITERIA: The Secretary will use the following selection criteria in 34 CFR 75.210 to evaluate applications under this competition. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parenthesis with the criterion. The criteria are as follows:

(a) Significance. (15 points) The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project involves the development of promising new strategies that build on, or are alternatives to, existing strategies.

(ii) The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.

(iii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(b) Quality of the Project Design. (20 points) The Secretary

considers the quality of the project design of the proposed project. In determining the quality of the project design, the Secretary considers the following factors:

(i) The extent to which the proposed project represents an exceptional approach for meeting the priority established for the competition.

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(iii) The quality of the methodology to be employed in the proposed project.

(c) Quality of Project Services. (20 points) The Secretary considers the quality of project services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practices.

(ii) The extent to which the professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(d) Quality of Project Personnel. (10 points) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been under-represented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of the project director;

(ii) The qualifications, including relevant training and experience, of key project personnel.

(iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(e) Adequacy of Resources. (10 points) The Secretary considers the adequacy of resources for the proposed project.

In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the lead applicant organization.

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(iii) The potential for incorporation of project purposes, activities or benefits into the ongoing program of the agencies or organizations involved in the project at the end of Federal funding.

(f) Quality of the Management Plan. (10 points) The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring continuous feedback and continuous improvement in the operation of the proposed project.

(iii) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(g) Quality of the Project Evaluation. (15 points) The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(ii) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

FOR APPLICATIONS OR INFORMATION CONTACT: Madeline E. Baggett, U.S. Department of Education, 400 Maryland Avenue, S.W., FB-6, Room 3E228, Washington, DC 20202-6140. Telephone (202) 260-2502. Internet address:

Madeline.Baggett@ed.gov

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph.

Individuals with disabilities may obtain a copy of the application package in an alternative format also by contacting that person. However, the Department is not able to reproduce in an alternative format the standards forms included in the application package.

Electronic Access to this Document:

You may view this document, as well as all other Department of Education documents published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/legislation/FedRegister/>

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using the PDF, call the U.S. Government Printing Office (GPO) toll free at 1-888-293-6498, or in the Washington, DC area at 202-512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on the GPO access at: <http://www.access.gpo.gov/nara/cfr/>

PROGRAM AUTHORITY: 20 U.S.C. 7271.

Dated:

Susan B. Neuman,
Assistant Secretary for
Elementary and Secondary Education.

Program Statute

Subpart 15 – Arts in Education

[SEC. 5551](#)

SEC. 5551. ASSISTANCE FOR ARTS EDUCATION.

(a) PURPOSES- The purposes of this subpart are the following:

(1) To support systemic education reform by strengthening arts education as an integral part of the elementary school and secondary school curriculum.

(2) To help ensure that all students meet challenging State academic content standards and challenging State student academic achievement standards in the arts.

(3) To support the national effort to enable all students to demonstrate competence in the arts.

(b) AUTHORITY- The Secretary is authorized to make grants to, or enter into contracts or cooperative agreements with, eligible entities described in subsection (c).

(c) ELIGIBLE ENTITIES- The Secretary may make assistance available under subsection (b) to each of the following eligible entities:

(1) State educational agencies.

(2) Local educational agencies.

(3) Institutions of higher education.

(4) Museums or other cultural institutions.

(5) Any other public or private agencies, institutions, or organizations.

(d) USE OF FUNDS- Assistance made available under this subpart may be used for any of the following:

(1) Research on arts education.

(2) Planning, developing, acquiring, expanding, improving, or disseminating information about model school-based arts education programs.

(3) The development of model State arts education assessments based on State academic achievement standards.

(4) The development and implementation of curriculum frameworks for arts education.

(5) The development of model inservice professional development programs for arts educators and other instructional staff.

(6) Supporting collaborative activities with Federal agencies or institutions involved in arts education, arts educators, and organizations representing the arts, including State and local arts agencies involved in arts education.

(7) Supporting model projects and programs in the performing arts for children and youth through arrangements made with the John F. Kennedy Center for the Performing Arts.

(8) Supporting model projects and programs by Very Special Arts which assure the participation in mainstream settings in arts and education programs of individuals with disabilities.

(9) Supporting model projects and programs to integrate arts education into the regular elementary school and secondary school curriculum.

(10) Other activities that further the purposes of this subpart.

(e) SPECIAL RULE- If the amount made available to the Secretary to carry out this subpart for any fiscal year is \$15,000,000 or less, then such amount shall only be available to carry out the activities described in paragraphs (7) and (8) of subsection (d).

(f) CONDITIONS- As conditions of receiving assistance made available under this subpart, the Secretary shall require each entity receiving such assistance -

(1) to coordinate, to the extent practicable, each project or program carried out with such assistance with appropriate activities of public or private cultural agencies, institutions, and organizations, including museums, arts education associations, libraries, and theaters; and

(2) to use such assistance only to supplement, and not to supplant, any other assistance or funds made available from non-Federal sources for the activities assisted under this subpart.

(g) CONSULTATION- In carrying out this subpart, the Secretary shall consult with Federal agencies or institutions, arts educators (including professional arts education associations), and organizations representing the arts (including State and local arts agencies involved in arts education).

SECTION C

Application Forms and Instructions

ED 424 - Application for Federal Education
Assistance

Refer to:

<http://ocfo.ed.gov/grntinfo/appforms.htm>

DUNS Number Instructions

D-U-N-S No.: Please provide the applicant's D-U-N-S Number. You can obtain your D-U-N-S Number at no charge by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

<http://www.dnb.com/dunsno/dunsno.htm>

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S numbers to over 43 million companies worldwide.

Assurances and Certifications

Assurances - Non-Construction Programs

Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements

**Certification Regarding Debarment, Suspension,
Ineligibility and
Voluntary Exclusion -- Lower Tier Covered
Transactions**

Disclosure of Lobbying Activities

Refer to:

<http://ocfo.ed.gov/grntinfo/appforms.htm>

**ED Form 524-Budget Information and
Instructions**

Refer to:

<http://ocfo.ed.gov/grntinfo/appforms/ed524frm.doc>

Application Order, Program Narrative Instructions, and Selection Criteria

Application Order

It is recommended that your application be organized in the following manner and include the following parts:

Part I: Project Abstract

A 1-2 page abstract describing the proposed project, including the objectives and educational outcomes for both music teachers and the at-risk students who will benefit from the participating teachers' increased effectiveness in the classroom.

Part II: Assurances and Certificates

Be certain to include all assurances and certifications, and sign each form in the appropriate place. The assurances and certifications included in this package are:

- Assurances - Non-construction Programs
- Certifications Regarding Lobbying, debarment, Suspension and Other Responsibility matters: and Drug-Free Workplace Requirements

Part III: Budget Forms and Information (Standard Form 524)

This part of your application contains information about the Federal funding you are requesting. Specific instructions for completing the budget forms and information immediately follow the form. An itemized budget and budget narrative are required for each year of funding requested.

Part IV: GEPA Requirement

The applicant must address Section 427 of the General Education Provisions Act (GEPA). Complete instructions for meeting this requirement are described in **Section E - Other Important Information and Notices**.

Part V: Program Narrative

The program narrative is limited to 40 double-spaced pages.

Applications submitted under this program should be developed in accordance with the application requirements (i.e., General Requirements and Coordination Requirement which are described in the Application Notice section) and the selection criteria established for the Professional Development for Music Educators Program. Your program narrative should be organized around and must address all of the selection criteria.

Part VI: Selection Criteria

SELECTION CRITERIA: The Secretary will use the following selection criteria in 34 CFR 75.210 to evaluate applications under this competition. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parenthesis with the criterion. The criteria are as follows:

(a) Significance. (15 points) The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project involves the development of promising new strategies that build on, or are alternatives to, existing strategies.

(ii) The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.

(iii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(b) Quality of the Project Design. (20 points) The Secretary

considers the quality of the project design of the proposed project. In determining the quality of the project design, the Secretary considers the following factors:

(i) The extent to which the proposed project represents an exceptional approach for meeting the priority established for the competition.

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(iii) The quality of the methodology to be employed in the proposed project.

(c) Quality of Project Services. (20 points) The Secretary considers the quality of project services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practices.

(ii) The extent to which the professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(d) Quality of Project Personnel. (10 points) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been under-represented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of the project director;

(ii) The qualifications, including relevant training and experience, of key project personnel.

(iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(e) Adequacy of Resources. (10 points) The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the lead applicant organization.

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(iii) The potential for incorporation of project purposes, activities or benefits into the ongoing program of the agencies or organizations involved in the project at the end of Federal funding.

(f) Quality of the Management Plan. (10 points) The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring continuous feedback and continuous improvement in the operation of the proposed project.

(iii) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(g) Quality of the Project Evaluation. (15 points) The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(ii) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

No grant may be awarded unless a complete application has been received.

Be sure to submit one original and three copies of the completed application.

SECTION D

Transmittal Instructions & Checklist

APPLICATION TRANSMITTAL INSTRUCTIONS

An application for an award must be mailed or hand delivered by the closing date:

Application Sent by Mail

An application sent by mail must be addressed to the U.S. Department of Education, Application Control Center, Attention: CFDA 84.351C, Room 3671, General Services Administration, 7th and D Streets, S.W. Washington, D.C. 20202-4725

An application must show proof of mailing consisting of one of the following:

- (1) A legible, dated U.S. Postal Service Postmark;
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service;
- (3) A dated shipping label, invoice, or receipt from a commercial carrier; or
- (4) Any other proof of mailing acceptable to the Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing;

- (1) A private metered postmark; or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

An applicant is encouraged to use registered or at least first-class mail.

Each late applicant will be notified that its application will not be considered.

Application Delivered by Hand/Courier Service

Special Note: Due to recent disruptions to normal mail

delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; U.S. Postal Service Express Mail or a courier service) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under "Applications Sent by Mail," then follow the instructions for "Applications Delivered by Hand."

Applications Delivered by Hand

An application that is hand-delivered must be taken to the U.S. Department of Education, Application Control Center Room 3633, General Services Administration, 7th and D Streets, S.W. Washington, D.C. 20202-4725 Attention: CFDA 84.351C

The Application Control Center will accept deliveries between 8:00 a.m. and 4:30 p.m. (Washington D.C. time) daily, except Saturdays, Sundays, and Federal holidays. Individuals delivering applications must use the D Street entrance. Proper identification is necessary to enter the building. In order for an application sent through a Courier Service to be considered timely, the Courier Service must be in receipt of the application on or before the closing date.

APPLICATION CHECKLIST

Does your application include each of the following?

- ☐ Application for Federal Assistance Cover Page (SF 424)
- ☐ Budget Form (ED Form 524)
- ☐ Itemized Budgets and narratives
- ☐ Assurances and Certifications
- ☐ Assurances Non-Construction Programs (SF-424)
- ☐ Certifications regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters; And Drug-Free Workplace Requirements (ED-80-0013)
- ☐ Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier (ED-80-0014)
- ☐ Certification of Eligibility for Federal Funds (ED-80-0016)

- ☐ Disclosure of Lobbying Activities (SF-LLL)

Did you—

- ☐ Provide one (1) original and three copies of the application?
- ☐ Include all required forms with original signatures and dates?
- ☐ Submit a copy of the application to the State Single Point of Contact, (if applicable) ?
- ☐ Address GEPA 427 (Section E)?
- ☐ Address all general requirements described in the Application Notice?
- ☐ Ensure that your program narrative does not exceed 40 double-spaced pages?

[] Provide evidence that 75% or more of the students enrolled in each school supported by the project are from low-income families?

[] Mail application to **OR** hand-deliver to:

The Professional Development for Music Educators Program

ATTN: CFDA No. 84.351C

U.S. Department of Education

Application Control Center

7th & D Streets, SW, Room 3671

Washington, D.C. 20202-4725

SECTION E

Other Important Information and Notices

OMB Control No.1801-0004 (Exp. 8/31/2001)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427

of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity

concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651.

NOTICE TO APPLICANTS:
THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress will contribute to improvements accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 1998-2002. This plan reflects the Department's priorities and integrates them with its mission and program

authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

Goal 1: Help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment.

Goal 2: Build a solid foundation for learning for all children.

Goal 3: Ensure access to postsecondary education and lifelong learning.

Goal 4: Make the Department of Education a high performance organization by focusing on results, service quality, and customer satisfaction.

State Single Points of Contact (SPOCs)

<http://www.whitehouse.gov/omb/grants/spoc>.

Correspondence regarding the SPOC may be sent to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

If you would like a faxed copy of this list, please call the publications office at: (202) 395-9068.

In accordance with Executive Order #12372, "Intergovernmental Review of Federal Programs," this listing represents the designated State Single Points of Contact. The jurisdictions not listed no longer participate in the process BUT GRANT APPLICANTS ARE STILL ELIGIBLE TO APPLY FOR THE GRANT EVEN IF YOUR STATE, TERRITORY, COMMONWEALTH, ETC. DOES NOT HAVE A "STATE SINGLE POINT OF CONTACT." JURISDICTIONS WITHOUT "STATE SINGLE POINTS OF CONTACTS" INCLUDE: Alabama; Alaska; American Samoa; Colorado; Connecticut; Kansas; Hawaii; Idaho; Louisiana; Massachusetts; Minnesota; Montana; Nebraska; New Jersey; Ohio; Oklahoma; Oregon; Palau; Pennsylvania; South Dakota; Tennessee; Vermont; Virginia; and Washington.

This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to the Office of Management and Budget and the State in question. Changes to the list will only be made upon formal notification by the State. Also, this listing is published biannually in the Catalogue of Federal Domestic Assistance.

**IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS IN
U.S. DEPARTMENT OF EDUCATION CONTRACT AND GRANT PROGRAMS**

GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

Failure to meet a deadline will mean that an applicant will be rejected without any consideration whatever.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9371. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Department of Education

Application Control Center
Washington, D.C. 20202-4725

CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for \$208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402-9371

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

ED FORM 5348, 8/92
6/86 WHICH IS OBSOLETE

REPLACES ED FORM 5348,

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within fifteen (15) days from the closing date, please call:

U.S. Department of Education
Application Control Center
(202) 708-9493

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically:

ED Internet Home Page: <http://www.ed.gov/>

OCFO Web page: <http://www.ed.gov/offices/OCFO/gcsindex.html>

